

IMPROVING STUDENT'S ABILITY IN DESCRIBING THINGS THROUGH REAL OBJECT

(A Classroom Action Research to the Eighth Grade Students
of SMP Negeri 3 Sepauk in Academic Year 2014 / 2015)

AN ARTICLE

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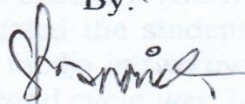
**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ART EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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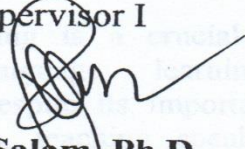


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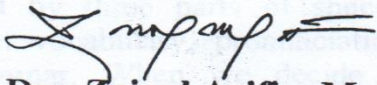
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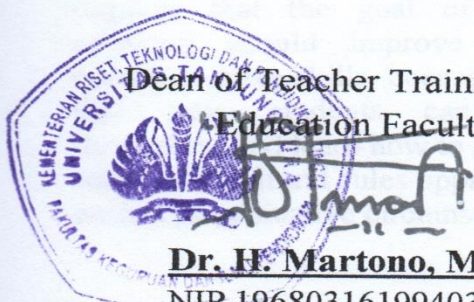
Urai Salam, Ph.D
NIP.197001111998031001

Supervisor II



Drs. Zainal Arifin, M.A
NIP.195503201981031008

Legalized by:



Dean of Teacher Training and
Education Faculty
Dr. H. Martono, M.Pd
NIP.19680316199403101

The Chairman of Language and Art
Education Department



Drs. Nanang Heryana, M.Pd
NIP.196107051988101001

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Perminus Jais, Urai Salam, Zainal Arifin

English Education Study Program, Tanjungpura University, Pontianak
perminusjais@gmail.com

Abstract

This research was intended to improve the students' ability in describing things through real object. The aspects of speaking skill focused in this research were accuracy and fluency. The research method was a classroom action research. The subject of this research was Grade VIII B at junior high school SMP Negeri 3 Sepaukat Sintang regency which consists of 28 students. The data was collected by using oral test, observation checklist and field note, It was analyzed by describing oral test, observation checklist and field note, and by using formula of mean score. The findings indicated the students' ability in describing things improved by using real object as a media in two cycles. The students' mean score in the first cycle was 59.82, the second cycle was 74.11. Describing things through real object is an interesting strategy that can be applied in the classroom. It helps the researcher to remind the student about the things to be described. So, it is hoped that they can speak more fluently. Moreover, by holding something on their hand, the students feel easier to do describing in the front of the class. In addition, the students could learn many vocabularies and grammar through describing things.

INTRODUCTION

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, the current teacher practice requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Learning speaking must be supported by three parts of speech, these are: vocabulary, pronunciation, and grammar. When we decide to learn this ability it means we have to do more

practice and many ways else that can be used to improve our quality of speaking. Good speaker must be able to communicate in both accuracy and fluency.

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.

Describing things through real objects the easy strategy to improve students speaking skill. By describing, students can identify everything specifically, such as people, things and places. In conducting class activities, we can start asking students to

speak simple sentences in describing things in their classroom. These are some of unfamiliar things for example : white board, board marker, eraser, windows, tables, bags and so on. Using this simple strategy the students are hoped to be able to express, explain and identify something accurately.

Learning speaking ability in describing things will familiarize students to analyze and exploring their ideas. We will see logically when the students start to search new words, and how to say it correctly, in order to produce a good sentence. There are three language ability will be improved at once (vocabulary, pronunciation, structure and grammar) for example, in searching a new word, students enrich their vocabulary, when they learn how to say the word correctly there is pronunciation ability inside, and when they use it in a good sentence, it means that they learn about structure and grammar altogether.

METHOD OF RESEARCH

The design of research used by the researcher in this study is classroom action research. According to Harmer, action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success of certain activities and procedures. Dave Ebbut stated that action research is about the systematic study of attempts to improve educational practice by group of participants by means of their own practical action and by means of their own reflection upon the effects of those actions.

Arikunto stated that action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence, and situation. Kemmis and Mc. Taggart

The students of SMP Negeri 3 at the eighth grades students of 2014 / 2015 located in Sepauk face problems. The students have no willingness to speak in class, or students who seem interested enough to speak but find it difficult to express themselves. The students have the difficulty in pronouncing some English words correctly. For example the word “bus” that should be pronounced as /bas/, but students pronounces it as “bus”. Other words like as “class” that should be pronounced as /klas/ is pronounced as “clas”. Regarding to these problems teacher need an urgent change in the teaching technique.

To solve the problem faced by the students of SMP Negeri 3 Sepauk at the eighth grades of 2014 / 2015 the researcher find and decide to apply the appropriate way to improve students speaking ability by using “Describing things through Real object”.

add in Nunans’ book explain that action research is a group of activity and a piece of descriptive research carried out by the teacher in his or her own classroom, without the involvement of others, which is aimed at interesting our understanding rather than changing the phenomenon under the investigation that would not be considered by these commentators to be ‘action research’, the essential impetus for carrying out action research is to change the system.

From all the definitions above, the researcher concluded that the design of research used by the researcher in this study is classroom action research. According to Harmer, action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success of certain activities and procedures. Dave Ebbut stated that action research is about the systematic study of

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From all the definitions above, the researcher concluded that classroom action research is a research, which can be done by teacher, researcher and teacher with his or her colleague, etc. with involves a group of students to improve teaching and learning process or to

enhance the understanding of the students to the lesson. This research uses data observation toward teaching speaking through describing things; this data was analyzed in three cycles in action.

A classroom action research consists of four steps that take place in a cycle. These steps are: planning, acting, observation, and reflecting. In order to know the cycles and its steps, let see the scheme on the next page.

Planning : How to make a better activity

Acting : The action of plan in the real treatment

Observing : To see how the process of the treatment

Reflecting : Reflect what have been done and decide the next action.

The researcher planed an activity that hopefully overcomes the problem that appears in the classroom. Put the plan in the action of real treatment, the researcher then observer the process and finally reflects – the treatment. Action research is the research where the teacher also the researcher tries to make a better teaching in doing a learning process in the classroom.

FINDING AND DISCUSSION

This research was done to the eighth grades class B of SMP Negeri 3 Sepauk, Sintang. In this class was applied describing thing through real object in improving students' speaking ability. The student consists of 28 students in the class VIII B.

The research finding were discussed based on the result of scoring table, field

note and observation checklist. The data from the research presented here focuses on speaking ability which consists of accuracy (pronunciation and vocabulary) and fluency.

The researcher conducted this research in two cycles. The students' score of each cycle can be seen as follow:

First cycle

Result analysis of first cycle can be seen in table 1 as follow :

Table 1
The Description of Students Score on The First Cycle

Description	Score
Total score	1675
Mean score	59.82
Highest score	100
Lowest score	50
Total student passed	12
Total percentage of passed students	42,85 %
Total students did not passed	16
The percentage of students who did not passed	57,14 %

The mean score

$$M = \frac{1675}{28} = 59.82$$

The percentage of student who passed KKM

$$T = \frac{12}{28} \times 100 \% = 42,85 \%$$

Based on checklist table and field note in the first cycle show that the students' enthusiasm and enjoy in learning by doing describing thing through real object practice. It could be seen in participation of students in monolog speaking descriptive text and while they explain the object in group.

In the first cycle, the researcher found that the student have difficulty in their speaking. Some of them cannot pronounce word correctly, for example "glue" becomes gla, "size" becomes siz, "from" become frum, "red" becomes rid and any other. Besides that, some of them cannot speak fluently; there are many pauses and silence when they speak. The most of student still make noises while teaching learning process is running on.

To see the ability of students' speaking, the researcher used oral test by

using scoring table which consists of accuracy and fluency. The students' score

in individual can passed the KKM if their score (≥ 65). While for the whole class, the students passed the KKM at least 75 % of their score fulfill the requirement of target minimum in SMP Negeri 3 Sepauk for English subject is 65.

Based on the table 4.1 can be seen that students who get score (≥ 65) and 16 students get score below of the criteria KKM of speaking ability that is 65. Most of student did not pass the KKM. So, the researcher concluded that the first cycle was not satisfying in individually. The students passed for a whole class if 75 % student passed the KKM that is 65. Based on the result of calculation, the researcher got the percentage of students who passed the KKM that is 42.85 % (12 students passed in individually). So, the researcher concluded that for a whole class was not reach the standard of KKM. While the students who not passed the KKM was 16 % student or about 57,14 % of 28 students. The mean score of students'

speaking ability in the first cycle was only 59.82 points which is categorized as fair.

The researcher tried to use some new ideas to solve the problem found during the acting stage. The researcher obtained a lot of input from the collaborator to keep developing action which was considered to be positive and contributive in the action stage. This covers the following aspects :

- a. The researcher had to monitor all students before starting the lesson to ensure them to keep silent and

encourage them to pay attention to the following activity during teaching and learning process.

- b. The researcher concluded that some students still had problem in speaking, so they have to practice more in their speaking ability.
- c. Finally, the researcher had no manage the time carefully

Second Cycle (April 16th, 2015)

Result analysis of second cycle can be seen in table 4.2 as follow:

Table 2
The description of students score on the second cycle

Description	Score
Total score	2075
Mean score	74.11
Highest score	100
Lowest score	50
Total student passed	23
Total percentage of passed students	82.14 %
Total students did not passed	5
The percentage of students who did not passed	17.86%

The mean score

$$M = \frac{2075}{28} = 74.11$$

The percentage of student who passed KKM

$$T = \frac{23}{28} \times 100 \% = 82.14 \%$$

According to observation checklist table and field note which is conducted by researcher and collaborator in the second cycle, the researcher tries to keep positive point in teaching learning process and decrease some problem that found in the classroom.

In the second cycle, it showed that in teaching learning process through describing an object, student show their

progression and looks enthusiasm while doing their performance by using their own object.

It can be seen while teacher give time to themselves to practice their object through oral description, all of the students practice with their own style and try to have a good performance when they describe things in the front of the class.

So, they can increase their pronunciation and fluency.

From the weaknesses in the first cycle that is some students make a noise and did not pay attention, in the second cycle, the researcher try to manage the class by making more attention to them such as asking them to answer the question. The researcher moves near to the student who sits at back, side, and front of the class while teaching learning process.

In this cycle, the researcher can manage the time well. On the other hand, the researcher also found that there are some students did not serious while describing their object or things. Most of them are laugh while their friend's performance.

Based on the table 4.2 can be seen that 23 students who got score (≥ 65) and 5 students got score below the criteria KKM of speaking ability that is 65. One student was stop out, and one did not attended to the class. Most of students pass the KKM. So, the researcher concludes that the second cycle was satisfying.

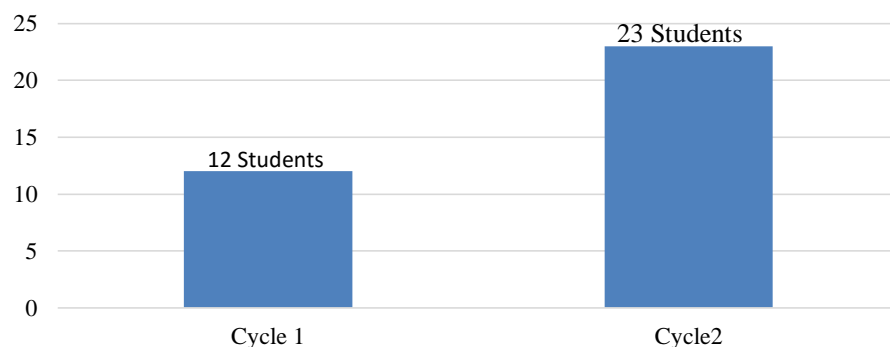
The students passed for a whole class if 75 % student passed the KKM that is 65. Based on the result of calculation, the researcher got the percentage of students who passed the KKM that was 82.14 % (23 students passed in individually). So, the researcher concluded that for a whole class also was satisfying, while the students who did not

passed the KKM was 5 students or about 17.86 % of 28 students.

In the second cycle, the class showed their improvement in speaking skill. It can be seen from the scoring table. Based on the aspects of speaking skill, they had batter result from cycle 1 to cycle 2. The mean score of students' speaking ability in the first cycle was 59.82 point which is categorized as fair, while in the second cycle, the mean score increase 14,11 point that is 74.11 point which categorized as good. Based on the researcher and collaborator's conclusion, the expecting result had achieved. There were more than 75 % of students passed the KKM that is 82.14 %. So, it can be said that this class was succeed in learning the describing monolog speaking through describing real object.

On the other hand, not more 20 % student did not passed the KKM that is 17.86 %. By the result, the researcher decided to do the next research. The researcher want to focus on the students who did not passed the KKM by giving some assesments.

The following chart shows the important of students who pass the KKM from cycle to cycle:

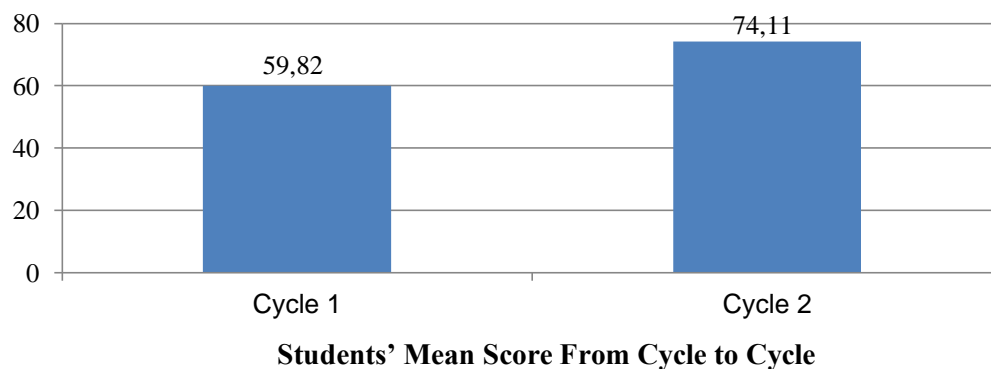


The Improvement of Students' Who Pass the KKM

From the chart we can see the significant improvement happened from the first cycle to the second. In the first cycle there are 12 students pass the criteria minimum score (KKM), but in the second cycle, the number of students who pass the KKM increase to 23 students. In the second treatment, the writer tried to make student understand the essence of the oral description in the third cycle, all the students pass the KKM.

This time, students' mean score had increased 14.11 points from their pervious mean score. In the first cycle, the mean

score was 59.82 point which was categorized as fair. While the second cycle was 74.11 points which was categorized as good. The students' mean score improvement from cycle to cycle can be seen in the following chart :



Discussion

From the research finding above, it could be seen that the students' speaking ability increase from cycle 1 to cycle 2. The students' enthusiasm and enjoy in learning by using oral description practice. It can be seen in participation of students in speaking aloud descriptive text together and while they explain the object in group. Thus, they can improve their pronunciation in English language. Oral description also reminds them about topic to be described. So they can speak their idea fluently.

Moreover, by holding something in their hand, they feel more enjoyable on their speaking. In the first cycle, the mean score of students' speaking ability was 59.82 which categorized as fair. After conducting the first cycle, researcher and

collaborator saw there was no significant changing of the students' speaking ability score. It was cause by their low accuracy. They did not learn speaking in English class especially to the eight class grades.

The teacher there focuses on reading and writing. Furthermore, researcher and collaborator continue to the second cycle. For this cycle, students' accuracy was the focus on the research. After doing the research, the researcher and collaborator could see there was a changing of students' score in all aspect of speaking skill. In the second cycle the mean score was 74.11. Based on the researcher and collaborator conclusion, the expecting result had achieved. There were more than 75%. So, it can be said that this class was succeeded in learning the describing thing through real object.

By this result, the researcher decided to do the next research. The researcher wants to focus on students who did not pass the KKM. In the last cycle the mean score was 74.11. The point indicated that the students' speaking through describing things was getting better than the first cycle. The improvement that was taken place in the classroom was considered as the result of the treatment. The treatment that was mentioned here is the using of describing things through real object in improving students speaking ability.

Beside the improvement of the mean score, the individual score also show a good progress from cycle to cycle. In the first cycle from 28 students, there were 12 students who pass the minimum mastery criteria which is ≥ 65 , or about 42.85 %. In the second cycle, there were 23 students passed the KKM or about 82.14 %, from the total number of student. In the second cycle, all of students pass the KKM. It showed that the student had better improvement from cycle to cycle.

Furthermore, the result of treatment should that action hypothesis was conducted. The speaking ability of eight grades students of SMP Negeri 3 Sepauk in academic years 2014/ 2015 improved by describing things through real object. To find out factors influenced students' speaking ability through real media description, the researcher and collaborator analyzed the observation checklist table and field note list. From this lists, the researcher and collaborator found there were some factors influenced them. First they did not serious to follow the class. When they were in the class, they made small discussion among their friends; they did not pay full attention to the teacher's explanation and students still had problem in speaking to the front of the class. The students are not motivated to speak in the front of the class because of their fluency, limited vocabulary and

spelling word not correctly. Most of them looked nervous and some looked shy.

Describing things through real object could overcome the entire of students' problem in speaking ability, because through this strategy the student will be more easy to express their idea especially in describing real object. This strategy is consider as a better way rather than just teacher lecturing the students or just answering question individually. By applying this strategy in the classroom, students who were usually passive during teaching learning process, being forced to be more active. They present and learn some of real materials that are related to their environment and life. The teaching learning process was also no longer teacher – centered, because the roles of teacher in the classroom are only preparing, setting, mediating, and monitoring.

Moreover, describing things through real object also can remind students about topic to be described. Student often forget about the material to be talked by using describing things they can remember the material and its components. Thus, the students can express their idea fluently. Besides, it also reduce the students' nervous. When they are speaking without holding something on their hand, they are felling nervous. On the other hand, by holding something on their hand, they feel more confident on deliver their speaking ability.

In conclusion, the research finding of classroom action research are satisfying, but the researcher still expects that there will be more research in this area.

CONCLUSION AND SUGGESTION

This chapter contained conclusion and suggestion draw from the result of the research on students' speaking ability to the eighth grades students of SMP Negeri

3 Sepauk in the year academic years 2014/ 2015.

The Conclusions are : (1) Students' English speaking ability of the eighth grades of SMP Negeri 3 Sepauk in the year academic years 2014/ 2015 improved through describing things by using real objects. The percentage of students who pass the Minimum Criterion Mastery (KKM) in the first cycle was 42.85 %, second cycle was 82.14% and the second cycle all students pass the KKM of SMP Negeri 3 Sepauk that is 65. (2) Based on the conclusion of students' score, the students' speaking ability improved from the first cycle to the last cycle. The mean score in the first cycle was 59.82, and the last cycle was 74.11 (3) Teaching speaking ability in describing things through real objects could involve all students in the process of teaching learning activity. This technique maximizes students' role in teaching learning activity and decreases teacher – center in the class. (4) Describing things through real object as a media was an interesting technique that can be applied in the classroom. It helps students to remind the students about the topic to be

described. So, it's hoped that they can speak more fluently. Moreover, by holding something on their hand, they feel confident on their speaking. In addition, the students could learn many vocabularies through describing things. Furthermore, they can share their idea with their friend and it makes them become more active in learning process.

The Suggestions

Research finding of this writing may suggest something to improve the teaching learning activity especially in teaching speaking. The suggestions of this research writing are defined as follows:

(1) Based on the research findings, students' accuracy, fluently in describing things through real objects. They enjoy learning in group and they will always want to try to describe any thing around them. (2) The teacher should monitor the students well and give some practice about the way to describe something in monologue speaking. (3) The researcher also recommends for further research. It can be the use of description describing thing through real object to improve students' speaking ability in English.

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